Balancing online learning from home for children with outdoor activities during the Pandemic

Hendrowanto Nibel

Fakultas Keguruan dan Ilmu Pendidikan, Universitas Palangka Raya

*Corresponding author's email: hendrowanto26@gmail.com

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Indonesia has faced the effects of COVID-19 pandemic. Such a pandemic affects various age groups. The increased number of new positive cases in Indonesia from March to June 2020 was threatening as shown in Figure 1. There were 1,528 cases in March, 10,118 cases in April, 26,473 cases in May, and 56,385 cases in June (Mukaromah, 2020).
The Covid pandemic causes a fluctuating number death. Figure 2 shows that from 34 provinces in Indonesia, of 28,233 infected with COVID-19, around 1,698 died (6%) (Ministry of Health, 2020).

Anticipating the spread of the virus, the government restricts social activities in various sectors. In education, the Indonesian Ministry of Education and Culture issued a circular letter Number 4 of 2020 on March 24, 2020, concerning the Implementation of Emergency Education Due to the COVID pandemic. Issued the letter, all schools carried out online classes from home (Wajdi et al, 2020) despite different learning experiences.
Online learning or distance learning itself aims to meet of the use of information technology connecting students and teachers. Educators, parents and children change learning modes with various online methods such as Whatsapp application, Zoom Meeting, Google Classroom, Email, and other applications. As a result, time and space of using the gadgets or laptops are inevitable (Basilaia, G. & Kvavadze, D., 2020).

Figure 4. Child using gadget

Figure 4. Online learning decreases children’s learning experience (Wiresti, 2020; Wulandari and Purwanta, 2020).
Overcoming future impacts of online learnings should be our concern. According to Law No. 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop spirituality, self-control, personality, intelligence, noble character, and useful skills for themselves, the society, and nation. Recommendations such as studying with siblings may instill the spirit of learning and social sensitivity.

Dewi (2020) said that parents have a role to support, improve and succeed home schooling, especially during the pandemic. More importantly, parents should be aware of their child’s psychological condition due to the lack of interaction with peers and being in a saturated point of school assignments (Meutia, 2020). Parents should foster learning and playing of their child proportionally.
Outdoor playing is different before and after the pandemic. Figures 7 show children enjoyed playing out door before the pandemic. Giving children the freedom to play outside is likely to overcome their boredom. Aliyyah et al. (2020) found play and recreation activities are stress-relief for children and parents. Figure 8 shows that during pandemic children play outside the house toned to follow health protocols such as wearing masks, keeping social distance, and staying away from crowd. With health protocols, they can protect themselves and others (Tampubolon, 2021).

On the weekend, children can be encouraged to do outdoor activities minimal social contact with people to relieve burnout. Optimizing child’s physical, mental, social, and cognitive conditions are important. This photo essay suggests that the online learning should be balanced with creative indoor and outdoor activities without violating the health protocols. Therefore, children can grow and develop well.

References


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